

Connecticut State Department of Education

English Learner Identification Process



Beginning with the 2017-18 school year, the Every Student Succeeds Act (ESSA) requires that each state have consistent entrance and exit procedures for English Learners (ELs). The CSDE's ESSA plan describes these standardized entrance procedures for the identification of English learners:

- Step 1:** Determine if the student is a potential EL student through adherence to the [Home Language Survey Guidance](#) and completion of the [Home Language Survey \(HLS\)](#).
- Step 2:** Review the HLS results to determine if it indicates the student may have a primary or home language other than English (PHLOTE) and may be an English learner.
- Step 3:** If the HLS indicates the student may have a PHLOTE, the approved English language proficiency (ELP) assessment* is administered.
- Step 4:** If the student's results on the ELP assessment indicate the student is an English learner (EL), the student is identified. The student's parents are informed of the service options for their child and select the service that the student will receive or waive services. They are also informed that they may modify their selection at any time. The student's EL status is also reported in the CSDE's Public School Information System (PSIS).

Home Language Survey (HLS)

The HLS is available on our [English Learners page](#) in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#), and [Spanish](#). If the parent or guardian is not able to access the written HLS, the HLS can be administered orally. The HLS script is also available on the [English Learners page](#) in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#), and [Spanish](#).

In order to ensure consistent entrance procedures, each district **must** ask the same three questions on the Home Language Survey. The three questions are:

1. What is the primary language spoken in the home, regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language the student first acquired?

If **one or more** questions indicate a language other than English, the student **must** be assessed with an English language proficiency test to determine English learner status. More information about the HLS is available in the Home Language Survey Guidance and Home Language Survey.

*English Language Proficiency Assessment

All students in Grades K-12 who need to be assessed based on the HLS are administered the LAS Links Placement 2nd Edition¹ that matches the grade reported in PSIS. Any student scoring Not Proficient or Approaching Proficient is identified as an EL; if Proficient, the student is **not** identified as EL. The CSDE will cover the cost of LAS Links Placement for identification purposes.

¹ Kindergartners only may be identified using the preLAS 2000 English version instead of the LAS Links Placement test. The CSDE will cover the cost of the preLAS 2000 English version for identification purposes. If the student's overall score is in levels 1,2, or 3, then the student is identified as an EL; if level 4 or 5, the student is **not** identified as an EL.

Districts may also choose to assess students using the full form of the LAS Links (either C or D -- whichever is not scheduled as the next summative ELP state assessment) in lieu of the preLAS or the LAS Placement. If the student's overall score in the full Form C/D is in level 1, 2, or 3, then the student is identified as an EL; if it is in level 4 or 5, the student is **not** identified as an EL. The CSDE will not cover the cost for use of the full Form C/D for identification purposes.

Some districts may choose to administer the full form of the LAS Links (either C or D -- whichever is not scheduled as the next summative ELP state assessment) immediately after administering a placement/pre-LAS as an additional part of the identification process. If the student's overall score on the full Form C/D is in level 1, 2, or 3, then the student is identified as an EL; if it is in level 4 or 5, the student is **not** identified as an EL. The CSDE will not cover the cost for this use of the full Form C/D.

English Learner (EL) Identification Scenarios

The following scenarios are intended to illustrate the identification and screening process for potential English learners (ELs). They have been developed to reflect students that enter at different grade levels and at different times during the school year.

Kindergarten Student Arrives at the Beginning of the School Year

Thien's mother registers him for kindergarten before school begins. One of the questions on the Home Language Survey indicates that Vietnamese is spoken in the home. Within the first 30 days of school, Thien is screened with the preLAS 2000 to determine if he is an English learner (EL). The screener shows that he is an EL, so he is eligible to receive ESL services. Thien's mother is informed about his program options and the right to refuse services. Thien is reported on the October PSIS collection as ELL Status=Y.

*Note: the district could have chosen to administer the LAS Links Placement 2nd Edition **in lieu of** the preLAS 2000.

Kindergarten Student Arrives During the School Year

Lakshmi and her family move into the district in December, and her family enrolls her in school. The Home Language Survey shows that Lakshmi first learned to speak Tagalog. She is entering kindergarten, so the district administers the kindergarten version of the LAS Links Placement 2nd Edition within the first 15 days of her enrollment. Lakshmi scores high in the Approaching Proficient range. The district may either identify Lakshmi based on this result **or** immediately administer the full form of the LAS Links that will not be used for the next summative ELP assessment. The district decides to administer LAS Links Form D, and Lakshmi scores a level 4 overall. Based on these results, Lakshmi **is not** identified as an EL.

Third Grade Student Arrives During the School Year

Gabriela enters a new school district in November. She is in third grade. Her Home Language Survey shows that her family speaks Portuguese, and Portuguese is the language that she first learned to speak. Within the first 15 days of her enrollment, Gabriela is screened using the LAS Links Placement 2nd Edition for Grades 2-3. Her results show that she is not Proficient in English. She is identified as an English Learner, and her parents are informed about their program options and the right to refuse EL services. Gabriela is reported in PSIS as ELL Status=Y.

Sixth Grade Student Arrives at the Beginning of the School Year

Leandre's family moves to a new school district before the beginning of the school year, and his family registers him on the first day. He is in sixth grade. His Home Language Survey shows that both Haitian-Creole and English are spoken in his home. Within 30 days of enrolling, Leandre is screened using the LAS Links Placement 2nd Edition for Grades 6-8. His results show that he is Proficient in English. Leandre **is not** identified as an English learner.

Eighth Grade Student Arrives During the Annual English Language Proficiency (ELP) Assessment Window

Ahmed's family moves to a new town and enrolls Ahmed in school on January 16, 2018, which is during the annual English language proficiency (ELP) assessment window. Ahmed's family completes the Arabic version of the Home Language Survey and answers Arabic to all of the questions. Ahmed is in eighth grade, so he is screened using the LAS Links Placement 2nd Edition for Grades 6-8 within the first 15 days of his enrollment. His results show that he is in the Approaching Proficient range. He is identified as an English learner, and his parents are informed about their program options and the right to refuse EL services. Ahmed is reported in PSIS as ELL Status=Y. Since he has been identified as an EL, he must also take the LAS Links Form C* during the annual ELP assessment window.

*Note: LAS Links Form C will be used as the annual ELP assessment form for the 2017-18 school year.

Tenth Grade Student Arrives After the Annual ELP Assessment Window

Genesis and her family move to a new town in late spring, and she enrolls in school in May. All of the answers on her Home Language Survey say Spanish/English. Genesis is in tenth grade, so she is screened using the LAS Links Placement 2nd Edition for Grades 9-12 within the first 15 days of her enrollment. Her results show that she is Approaching Proficient in English. She is identified as an English Learner, and her parents are informed about their program options and the right to refuse EL services. Genesis is reported in PSIS as ELL Status=Y. Genesis does not take the annual ELP assessment (LAS Links Form C for the 2017-18 school year) because the annual ELP assessment window has already closed.